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Date: 15 December 2023.

# External Evaluation Report (Conventional-face-to-face programme of study)

- **Higher Education Institution:**  
CYPRUS POLICE ACADEMY (CPA)
- **Town:** Nicosia
- **School/Faculty (if applicable):**
- **Department/ Sector:** Department/Sector
- **Programme of study**

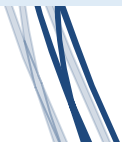
**In Greek:**

Programme Name

**In English:**

Training of Police Recruits (3 years/ 192 ECTS/Higher Diploma)

- **Language(s) of instruction:** Greek
- **Programme's status:** Choose status
- **Concentrations (if any):**





The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

**In Greek:** Concentrations

**In English:** Concentrations

## A. Introduction

The evaluation visit of the Cyprus Police Academy (CPA) took place on Dec. 13-15, on site. It consisted of interviews with multiple stakeholders (teaching staff, administrative staff, students, operational units, K9 unit), and the study of documentation provided by the CPA.

The acting head of the CPA and senior staff were present, and committed to engaging in a transparent conversation with the External Evaluation Committee (EEC). The Committee was extended every courtesy during our visit.

A detailed presentation of the structure of decision making processes regarding the Ministry of Justice and the CPA took place, allowing for a good understanding of the administrative and chain of command in which the CPA operates. The structure of the CPA across four schools as well as its administrative organisation was described. The partner organization, University of Cyprus, was also present during the evaluation.

The EEC visited the premises of the CPA (teaching classes, training premises, library, IT room, search rooms, cafeteria, K9 unit, Emergency Response Unit).

## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Jenny FLEMING	Professor of Criminology	University of Southampton
Sebastian ROCHE	Professor of Political Science	University Grenoble-Alpes, FR
Graham ELLISON	Professor of Criminology	Queen's University, Belfast
Name	Position	University
Name	Position	University
Name	Position	University

## C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
  - (a) sub-areas*
  - (b) standards which are relevant to the European Standards and Guidelines (ESG)*
  - (c) some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

### **Findings**

*A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.*

### **Strengths**

*A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.*

### **Areas of improvement and recommendations**

*A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.*

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*
- **The report may also address other issues which the EEC finds relevant.**

## 1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

### Sub-areas

- 1.1 Policy for quality assurance
- 1.2 Design, approval, on-going monitoring and review
- 1.3 Public information
- 1.4 Information management

### 1.1 Policy for quality assurance

#### Standards

- *Policy for quality assurance of the programme of study:*
  - *has a formal status and is publicly available*
  - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
  - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
  - *ensures academic integrity and freedom and is vigilant against academic fraud*
  - *guards against intolerance of any kind or discrimination against the students or staff*
  - *supports the involvement of external stakeholders*

### 1.2 Design, approval, on-going monitoring and review

#### Standards

- *The programme of study:*
  - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
  - *is designed by involving students and other stakeholders*
  - *benefits from external expertise*
  - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*

- *is designed so that it enables smooth student progression*
- *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
- *defines the expected student workload in ECTS*
- *includes well-structured placement opportunities where appropriate*
- *is subject to a formal institutional approval process*
- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*

### 1.3 Public information

#### Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
  - *selection criteria*
  - *intended learning outcomes*
  - *qualification awarded*
  - *teaching, learning and assessment procedures*
  - *pass rates*
  - *learning opportunities available to the students*
  - *graduate employment information*

### 1.4 Information management

#### Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
  - *key performance indicators*
  - *profile of the student population*
  - *student progression, success and drop-out rates*

- *students' satisfaction with their programmes*
- *learning resources and student support available*
- *career paths of graduates*
  
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

*You may also consider the following questions:*

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*



- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*

## Findings

*A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.*

The programme evaluation committee's (EEC) overall assessment of the Cyprus Police Academy (CPA) is generally positive. The EEC noted many elements of good practice across our observation of the *Training of Police Recruits Higher Diploma* offered by the CPA. For example, it provides a sufficiently long (3 years) programme of study and comprehensive training curriculum to the students. It also engages with human rights considerations and the core of democratic policing. The management team displays a strong commitment to providing quality education and training to the recruits.

The EEC agrees that the CPA training for police recruits has a strong quality assurance system in place. During the two-day evaluation the EEC reviewed documents provided by the CPA as well as interviewed various stakeholders and conducted a physical observation of the estate. These documents provided clear evidence that the programme met appropriate standards and guidelines for quality assurance processes for the teaching and administrative staff to take on their duties and responsibilities in quality assurance (see 1-5). We are satisfied that the institution is committed to the involvement of external stakeholders to improve quality assurance (6).

The EEC is satisfied that the CPA programme is aligned with institutional strategy, well designed and provides a solid foundation for police trainees to undertake professional policing duties in the Republic of Cyprus. The programme of study is regularly monitored and sufficiently reviewed in order to meet its objectives and quality assurance obligations. The documentation provided demonstrates that students are well appraised of academic expectations (e.g. student workload) and allows for effective student progression through for example, the effectiveness of procedures for assessment and review. Students are involved with their training regularly with the CPA through student consultation and peer review.

The information available to the public via its website is comprehensive.

The EEC was satisfied that students and staff were involved in providing and analyzing information and planning activities where appropriate.

## Strengths

*A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.*

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- Length of the curriculum is aligned with the goal of training professional police agents,
- Module objectives are articulated clearly to learners;
- Information about assessment, progression and appealing grades is provided to students. Other academic queries appear to be dealt with promptly;

- Evaluation by the students of their satisfaction (quantitative and anonymous) vis-à-vis the CPA.
- Staff-student consultative committees are organised to deal with student queries and other issues.
- Close follow up of students' educational path.
- Length and comprehensive nature of overall programme.

Areas of improvement and recommendations

- Information for the management of the programme of study was provided in part. There was some information about key performance indicators (e.g. pass rate and drop-out rates and student satisfaction) in relation to management during the two day evaluation.
- The profile of the student population could be more detailed. For example, the socio/economic status of students and the proportion of those students drawn from diverse backgrounds. This might be useful to tailor recruitment strategies going forward in order to ensure that the police are representative of the communities they serve.
- A review of documentation indicates that the Learning Objectives are not sufficiently precise and could be clearer allowing internal and external review to be more explicit when identifying outcomes.

*A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.*

1. Description of the student population (socio-economic background, minority groups, gender etc.) should be standardized using EU tools and benchmarks and published on a yearly basis on the website of the MoI/CPA.
2. A clearer description of the learning objectives and how they relate to the mission statement (revise and clarify existing documentation).

**Please select what is appropriate for each of the following sub-areas:**

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
<b>1</b>	Policy for quality assurance	Compliant
<b>1.2</b>	Design, approval, on-going monitoring and review	Compliant
<b>1.3</b>	Public information	Compliant



1.4	Information management	Compliant
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## 2. Student – centred learning, teaching and assessment (ESG 1.3)

### Sub-areas

**2.2 Process of teaching and learning and student-centred teaching methodology**

**2.3 Practical training**

**2.4 Student assessment**

### **2.1 Process of teaching and learning and student-centred teaching methodology**

#### Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

### **2.2 Practical training**

#### Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

## 2.3 Student assessment

### Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

*You may also consider the following questions:*

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***

- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- *Do students' assessments correspond to the European Qualifications Framework (EQF)?*
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

### Findings

The EEC felt that the programme demonstrated a consistent breadth and depth of practical police knowledge and also an awareness of criminological and social issues that affect policing. The module on democratic policing was encouraging and relevant to contemporary debates about policing in democracies. The EEC is pleased to see the variety of methods used, the use of active learning and the cooperative partnership with the University of Cyprus.

Practical courses and theoretical teaching are both in place. However, it would perhaps be helpful to ensure the interconnection between the practical and theoretical aspects of student learning across the curriculum is more developed. For example, the relation between fundamental rights and crowd management could be informed by up to date social scientific research in policing studies.

The practical training as exemplified by the documentation and observations made by the EEC meets the professional standards required by the relevant activities (e.g. firearms and public order).

The practical (and theoretical) training regarding interacting with the community is currently not sufficiently strong. There is a need for strengthening the skills which allow police officers to engage with civil society, for example through consultation processes. The modules that engage officers to connect to civil society also need to be fully recognized in assessment.

The assessment procedures across modules at the Academy and at the University were consistent, transparent and fairly applied to all students as far as the EEC could ascertain. The student appeals procedures are clearly outlined and made available to students. From the EEC's discussion with students it appeared that they felt that feedback mechanisms were consistent and relevant.

The EEC noted that whilst learners had access to computers it was felt that some of the IT equipment observed was somewhat dated. This might perhaps impact, or limit the potential for digital learning and the use of such technologies in the overall learning experience.

### Strengths

*A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.*

- Variety in the breadth and depth of methods and assessment;
- Feedback appears to be highly formative and helpful to learner development;
- Appeals process is clear and transparent;
- Practical training is assessed by highly skilled professional practitioners.
- Independent University of Cyprus assessment with full autonomy in the award of grades and setting of the curriculum.

### Areas of improvement and recommendations

*A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.*

- To develop the interconnection between the practical and theoretical aspects of student learning across the curriculum.
- Some of the IT equipment is dated and not geared to the needs of a training academy with increasing student numbers and an evolving digital learning environment.

**Please select what is appropriate for each of the following sub-areas:**

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
<b>2</b>	Process of teaching and learning and student-centred teaching methodology	Compliant
<b>2.2</b>	Practical training	Compliant
<b>2.3</b>	Student assessment	Compliant

### **3. Teaching staff (ESG 1.5)**



### Sub-areas

#### **3.1 Teaching staff recruitment and development**

#### **3.2 Teaching staff number and status**

#### **3.3 Synergies of teaching and research**

### **3.1 Teaching staff recruitment and development**

#### Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participate in teaching the study programme.*

### **3.2 Teaching staff number and status**

#### Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

### **3.3 Synergies of teaching and research**

### Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

*You may also consider the following questions:*

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

### Findings

The recruitment, appointment and promotion process for teaching staff at the CPA is not subject to open competition. The EEC had little understanding of the transparency and the quality of the processes and indeed, who is part of the decision-making process in this context. The process could be further improved by publicly advertising these roles and the qualities set for candidates to be selected as part of an open competition framework. The practice of not employing non-police accredited external staff with professional merit and experience should be reconsidered. It was not clear whether existing teaching staff are systematically engaged in skills based training or innovation practice in teaching methods.

Our meetings and observations suggest that the current number of teaching staff (as opposed to administrative staff) appears to be adequate to service the curriculum currently. The EEC noted the enthusiasm and energy that members of the teaching team devoted to the overall delivery of the programme. Teaching staff in the CPA are well-qualified with many holding degrees and higher qualifications from Higher Education Institutions outside Cyprus. Staff are enthusiastic and energetic about what they are doing. Those staff who teach the practical dimensions of police work (e.g. firearms and public order) are also well qualified having worked in some of these specialisms themselves. Nevertheless, we would suggest that there is not the same level of civilianisation of training within the CPA as might be found in other countries. Enhanced civilianisation is important since it broadens the scope of students' exposure to knowledge which is not necessarily derived from a police perspective. International best practice in police training in recent years has seen a growing civilianisation of such training particularly for aspects devoted to the philosophies and social aspects of policing and police work.

In the absence of a discernible research culture the CPA does not currently fully promote synergies between teaching and research. The University of Cyprus is clearly seeking to extend students' understanding of research and there was some discussion about using research in the Policing and Society or Police and Human Rights course as part of one assessment. However, overall, there is little emphasis on research across teaching and scholarly activity and few CPA teaching staff are actively involved in research. There is no discernible allocation of teaching hours for students to engage in research.

### Strengths

- Teaching staff appear to be well educated, with many holding degrees and qualifications from outside Cyprus.
- From our observations and meetings we got a sense that all the teaching staff we met demonstrated a high level of enthusiasm for their work.
- The commitment of the teaching staff is acknowledged by the recruits that we met which contributes to an enhanced student experience.
- Practical skills based training is taught by experienced professionals.
- Student feedback in evaluations appears to be quickly acted upon.

### Areas of improvement and recommendations

- The teaching staff status is almost entirely drawn from those with a police background. Opening the CPA core teaching staff to non-police, and prompting dialogue with a diversity of NGOs and civil society groups in the CPA on important issues such as police-citizen relations may help close that gap. That may require modification in the current rules and regulations.
- The CPA does not sufficiently promote synergies between teaching and research despite efforts to collaborate with the University of Cyprus. Social sciences, and more specifically



policing sciences, which study interactions between police and the public, can be developed with additional partnership and allocation of time during the curriculum for research activity.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
3	Teaching staff recruitment and development	Partially Compliant
3.2	Teaching staff number and status	Compliant
3.3	Synergies of teaching and research	Non-Compliant

#### 4. Student admission, progression, recognition and certification (ESG 1.4)

##### Sub-areas

- 4.1 Student admission, processes and criteria
- 4.2 Student progression
- 4.3 Student recognition
- 4.4 Student certification

##### 4.1 Student admission, processes and criteria

###### Standards

- Pre-defined and published regulations regarding student admission are in place.
- Access policies, admission processes and criteria are implemented consistently and in a transparent manner.

##### 4.2 Student progression

###### Standards

- Pre-defined and published regulations regarding student progression are in place.
- Processes and tools to collect, monitor and act on information on student progression, are in place.

##### 4.3 Student recognition

###### Standards

- Pre-defined and published regulations regarding student recognition are in place.
- Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.
- Appropriate recognition procedures are in place that rely on:
  - institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention

- cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country

#### 4.4 Student certification

##### Standards

- Pre-defined and published regulations regarding student certification are in place.
- Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.

*You may also consider the following questions:*

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

##### Findings

*A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.*

Student admission and student progression are predefined by police regulations and are publicly shared.

##### Strengths

*A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.*

N/A



Areas of improvement and recommendations

*A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.*

N/A



Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
4	Student admission, processes and criteria	Compliant
4.2	Student progression	Compliant
4.3	Student recognition	Compliant
4.4	Student certification	Compliant

## 5. Learning resources and student support (ESG 1.6)

### Sub-areas

- 5.1 **Teaching and Learning resources**
- 5.2 **Physical resources**
- 5.3 **Human support resources**
- 5.4 **Student support**

### 5.1 Teaching and Learning resources

#### Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

### 5.2 Physical resources

#### Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

### 5.3 Human support resources

#### Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

## 5.4 Student support

### Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

*You may also consider the following questions:*

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

## Findings

*A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.*

From our observations we were able to determine that the provision of learning resources by the CPA to students was adequate. However, while the building itself may be clean and well maintained it nevertheless feels antiquated. Some classrooms for example are small and few of the rooms are designed to facilitate student centred learning and interactive practice.

Our overall assessment would be that the physical deficiencies within the building limits what can be done in terms of developing new teaching methods and embracing new technologies. Our sense would also be that in many ways the commitment of academic and support staff compensates for the deficiencies of the physical structure and resources. While teaching rooms etc., have the required equipment (e.g. computers, electronic whiteboards) their physical space has not evolved to take into account new modes of learning.

The physical resources at the CPA vary across the institution. Overall, the buildings and physical facilities were deemed clean and well maintained. While there are good lecture spaces, communal rooms and spacious areas for teaching and learning there is a deficit of resources elsewhere. The library is reasonably well stocked but despite an apparently good annual budget - books are provided when requested rather than there being a concerted effort to keep the books/journals and other reading matter up to date. It is unclear whether students have access to international journals via library subscription. If students are to derive learning from outside the CPA in terms of best practice and current research, up to date reading matter is essential.

Computers are provided across two computer rooms for students. While we appreciate that it is not possible for students to use their own equipment for security reasons - the technology used in these rooms could do with some updating.

The Emergency Response Unit (ERU) has 300 personnel stretching across an anti-terrorist unit; bomb detection; and general crisis management (firearms, public order). Although personnel are experienced practitioners, the resources are far from adequate to cater for increasing numbers of students whose external activities take place in a moderate to hot climate. A purpose built firearm range onsite for example is clearly required.

The CPA is in some urgent need of a purpose built gym to provide physical exercise, training and ongoing fitness facilities for staff and students. There is a gym available to ERU students but unavailable to others. The strong emphasis in the Curriculum on physical fitness, self-defence and physical condition requires adequate physical resources to allow the CPA to meet its training obligations. A gym and physical education facility is a standard resource in police training facilities elsewhere. None of the EEC knew of a police training centre that did not have such a facility.

The EEC were shown the new Mentoring Space. This was fit for purpose and an asset to the relevant administrative staff and students.

The EEC finds that human resources are adequate to support the study programme under normal conditions. The students are well informed about the service that they may obtain from the CPA, and expressed satisfaction regarding the CPA.

However, the current circumstances put an important strain on administrative human resources with a rise in the number of students from 100 in 2020 to 416 in 2023. In the absence of an adjustment in the number of administrative staff who currently seem to be doing two or more jobs, there will be a significant impact on teaching staff, and eventually on the student experience.

The mentoring programme which has been developed over the past few years is impressive and appears at this stage to work well. Mentors are required to work with students and that relationship is monitored closely. A new building for mentoring and other counselling purposes has been allocated with specified staff to oversee the programme.

The Welfare Report provided to the EEC on 14 December 2023 indicates that the CPA staff supports Student Welfare Services 'adequately' for the number of trainees in the Cyprus Police Academy to the satisfaction of the representative of Academic Affairs and Student Welfare Services at the University of Cyprus.

### Strengths

*A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.*

- The mentoring programme which has been developed over the past few years is impressive
- The academic and support staff compensate for the deficiencies of the physical structure and resources

### Areas of improvement and recommendations

*A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.*

- The CPA is in need of a gym/physical fitness space
- A firearm range on site is required
- The technology used in the IT rooms could be updated.
- Library subscriptions should be updated and secured. Books purchased regularly.
- The number of administrative staff needs to be adjusted to the number of recruits,

**Please select what is appropriate for each of the following sub-areas:**

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
5	Teaching and Learning resources	Compliant
5.2	Physical resources	Partially Compliant
5.3	Human support resources	Partially Compliant
5.4	Student support	Compliant

## 6. Additional for doctoral programmes (ALL ESG)

### Sub-areas

- 6.1 Selection criteria and requirements
- 6.2 Proposal and dissertation
- 6.3 Supervision and committees

### 6.1 Selection criteria and requirements

#### Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
  - *the stages of completion*
  - *the minimum and maximum time of completing the programme*
  - *the examinations*
  - *the procedures for supporting and accepting the student's proposal*
  - *the criteria for obtaining the Ph.D. degree*

### 6.2 Proposal and dissertation

#### Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
  - *the chapters that are contained*
  - *the system used for the presentation of each chapter, sub-chapters and bibliography*
  - *the minimum word limit*
  - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

### 6.3 Supervision and committees

#### Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*

- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
  - *regular meetings*
  - *reports per semester and feedback from supervisors*
  - *support for writing research papers*
  - *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

*You may also consider the following questions:*

- *How is the scientific quality of the PhD thesis ensured?*
- *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
- *Can you please provide us with some dissertation samples?*

### Findings

*A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.*

Not relevant for the CPA

### Strengths

*A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.*

Not relevant for the CPA

### Areas of improvement and recommendations

*A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.*

Not relevant for the CPA



Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
6	Selection criteria and requirements	Not relevant for the CPA
6.2	Proposal and dissertation	Not relevant for the CPA
6.3	Supervision and committees	Not relevant for the CPA

#### D. Conclusions and final remarks

This report addressed issues of quality assurance, student – centred learning, teaching and assessment, teaching staff, student certification and progression and resources. The Committee were particularly impressed with the growth, diversity and breadth of the curriculum and the newly resourced mentoring system.

The general conclusions in relation to what could be developed further regarding resources and the programme of study as a whole, the findings are to an extent consistent with previous comments of the last evaluation in January 2019. The areas were:

- Ensuring that the Learning Objectives are more closely aligned to the Mission statement and educational outcomes. This would allow internal and external review to be more explicit when identifying outcomes
- Consideration should be given to upgrading facilities, staffing levels and outdoor physical education areas
- The role of research should be embedded more strongly in the curriculum. This would assist greatly with the links between the practical and theoretical aspects of student learning across the curriculum and engaging with the community



## E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Professor Jenny Fleming	
Professor Sebastian Professor	
Professor Graham Ellison	
Click to enter Name	
Click to enter Name	
Click to enter Name	

**Date:** 15 Dec. 2023